SOUTH-WESTERN
CENGAGE Learning

Chapter 2—Leadership Ethics and Traits

TRUE/FALSE

1. Understanding people's personalities is important because personality affects behavior as well as perceptions and attitudes.

   ANS: T   PTS: 1   DIF: Medium   OBJ: 2.1
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
   TYP: Conceptual

2. Personality is developed solely based on genetics.

   ANS: F   PTS: 1   DIF: Easy   OBJ: 2.1
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
   TYP: Conceptual

3. Research has confirmed that there is a limited number of confirmed and agreed up on traits this leaders have.

   ANS: F   PTS: 1   DIF: Medium   OBJ: 2.1
   NAT: AACSB Reflective Thinking | AACSB Leadership Principles
   TYP: Conceptual

4. Researchers agree on the personality traits that leaders have.

   ANS: F   PTS: 1   DIF: Medium   OBJ: 2.1
   NAT: AACSB Reflective Thinking | AACSB Leadership Principles
   TYP: Conceptual

5. To be more effective, psychologists recommend that we change our personality, not just our behavior.

   ANS: F   PTS: 1   DIF: Medium   OBJ: 2.1
   NAT: AACSB Reflective Thinking | AACSB Leadership Principles
   TYP: Conceptual

6. In a study of two groups of executives, one successful and one whose careers were derailed, the reason for the latter's failure was poor human relations.

   ANS: T   PTS: 1   DIF: Medium   OBJ: 2.1
   NAT: AACSB Reflective Thinking | AACSB Leadership Principles
   TYP: Conceptual

7. The Big Five Model of Personality categorizes traits into the dimensions of insurgency, adjustment, disagreeableness, conscientiousness, and openness to experience.

   ANS: F   PTS: 1   DIF: Medium   OBJ: 2.2
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
   TYP: Conceptual

8. The Big Five Model of Personality is the most widely accepted way to classify personalities.

    ANS: T   PTS: 1   DIF: Medium   OBJ: 2.2
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

9. The adjustment personality dimension includes traits related to emotional stability.

    ANS: T   PTS: 1   DIF: Medium   OBJ: 2.2
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

10. Personality profiles are used to categorize people as a means of predicting job success.

    ANS: T   PTS: 1   DIF: Medium   OBJ: 2.2
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

11. Effective leaders are high on all of the factors in the Big Five Model of Personality.

    ANS: F   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

12. High energy is best categorized as the conscientiousness dimension of the Big Five.

    ANS: T   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

13. Intelligence refers to cognitive ability to think critically, to solve problems, and to make decisions.

    ANS: T   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

14. Intelligence is the best predictor of job performance.

    ANS: T   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

15. The Dominance trait affects all other traits related to effective leaders.

    ANS: T   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

16. The majority of CEOs, but not all CEOs are extraverts.

    ANS: T   PTS: 1   DIF: Medium   OBJ: 2.3

NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

17. Emotional intelligence is a personality dimension related to surgery.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.3
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

18. The four components of emotional intelligence are self-awareness, self-efficacy, social awareness, and self-management.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.3
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

19. Self-awareness relates to being conscious of your emotions and how they affect your personal and professional life.

ANS: T   PTS: 1   DIF: Medium   OBJ: 2.3
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

20. Leaders high in emotional intelligence outperform managers with average people skills.

ANS: T   PTS: 1   DIF: Medium   OBJ: 2.3
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

21. Leaders that are high in self-management are self-motivated, conscientious, adaptable, and optimistic.

ANS: T   PTS: 1   DIF: Medium   OBJ: 2.3
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

22. If an person does not want to be a leader, chances are that he or she will not be an effective leader.

ANS: T   PTS: 1   DIF: Medium   OBJ: 2.3
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

23. Dominance is one of the two major traits of the surgency Big Five.

ANS: T   PTS: 1   DIF: Medium   OBJ: 2.3
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

24. Achievement Motivation Theory attempts to explain and predict behavior and performance based on one's need for power, affiliation, and recognition.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.4

NAT: AACSB Reflective Thinking | AACSB Motivation Concepts
TYP: Conceptual

25. David McClelland said that needs are based on personality and are developed as we interact with the environment.

ANS: T   PTS: 1   DIF: Hard   OBJ: 2.4
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

26. People with strong n Ach want to take responsibility for solving problems and are high risk-takers.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.4
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

27. People with strong n Pow tend to seek entrepreneurial type positions and are attuned to power and politics.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.4
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

28. People with a high n Aff also tend to have a high n Pow.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.4
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

29. The Leader Motive Profile (LMP) includes a high need for achievement, a moderate need for affiliation, and a moderate need for power, which is socialized.

ANS: F   PTS: 1   DIF: Hard   OBJ: 2.4
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

30. Leaders need a high n Pow to influence followers, peers, and higher level managers.

ANS: T   PTS: 1   DIF: Hard   OBJ: 2.4
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

31. Without power, there is no leadership.

ANS: T   PTS: 1   DIF: Easy   OBJ: 2.4
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

32. McClelland identified power as either good or bad.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.4

33. Effective leaders use personalized power.

ANS: F　　　PTS: 1　　　DIF: Medium　　OBJ: 2.5
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

34. Effective leaders have a higher need for affiliation than power.

ANS: F　　　PTS: 1　　　DIF: Medium　　OBJ: 2.4
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

35. Attitudes help to explain and predict job performance.

ANS: T　　　PTS: 1　　　DIF: Easy　　　OBJ: 2.5
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

36. People with Theory X attitudes hold that employees like to work and do not need to be closely supervised in order to do their work.

ANS: F　　　PTS: 1　　　DIF: Medium　　OBJ: 2.5
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

37. Managers with Theory X attitudes tend to display more coercive, autocratic leadership styles using internal motivation and rewards.

ANS: F　　　PTS: 1　　　DIF: Medium　　OBJ: 2.5
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

38. The Pygmalion effect proposes that leaders' attitudes and expectations of followers, and their treatment of them, explain and predict followers' behavior and performance.

ANS: T　　　PTS: 1　　　DIF: Medium　　OBJ: 2.5
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

39. Self-efficacy is the belief in your own capability to perform in a specific situation.

ANS: T　　　PTS: 1　　　DIF: Easy　　　OBJ: 2.5
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

40. You can be an effective leader, or follower, even if you don't have a positive self-concept.

ANS: F　　　PTS: 1　　　DIF: Medium　　OBJ: 2.5

NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

41. A good way to develop a positive self-concept is by observing and copying others' attitudes.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.5
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

42. An effective leader tends to have Theory X attitudes with a positive self-concept.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.5
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

43. A leader with a negative self-concept and a theory Y attitude tends to blame others when things go wrong.

ANS: F   PTS: 1   DIF: Easy   OBJ: 2.6
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

44. Ethics are the standards of right and wrong that influence behavior.

ANS: T   PTS: 1   DIF: Easy   OBJ: 2.6
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

45. The Sarbanes-Oxley Act of 2002 ensures that those who act unethically will be prosecuted.

ANS: F   PTS: 1   DIF: Easy   OBJ: 2.6
NAT: AACSB Ethics | AACSB Legal Responsibilities   TYP: Conceptual

46. Our ethical behavior is related to our individual needs and personality traits.

ANS: T   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Individual Dynamics   TYP: Conceptual

47. Personality alone is a good predictor of unethical behavior.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Individual Dynamics   TYP: Conceptual

48. People with an external locus of control, rather than an internal locus of control, are more likely to use unethical behavior.

ANS: T   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Individual Dynamics   TYP: Conceptual

49. Moral development refers to understanding right from wrong and choosing to do the right thing.

ANS: T   PTS: 1   DIF: Easy   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

50. At the preconventional level of moral development, living up to expectations of acceptable behavior defined by others motivates behavior to fulfill duties and obligations.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

51. The common leadership style at the preconventional level of moral development is autocratic toward others.

ANS: T   PTS: 1   DIF: Easy   OBJ: 2.7
NAT: AACSB Ethics | AACSB Leadership Principles   TYP: Conceptual

52. At the conventional level of moral development, self-interest motivates behavior.

ANS: F   PTS: 1   DIF: Easy   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

53. The common leadership style at the conventional level of moral development tends to be visionary.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Leadership Principles   TYP: Conceptual

54. At the postconventional level of moral development, it is common for lower-level managers to use a leadership style similar to those of higher-level managers.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Leadership Principles   TYP: Conceptual

55. When people use unethical behavior, it is often due to some type of character flaw.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

56. "I was only following orders; my boss told me to inflate the figures" is an example of displacement of responsibility.

ANS: T   PTS: 1   DIF: Hard   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

57. Distortion of consequences is the process of using "cosmetic" words to make the behavior sound acceptable.

ANS: F   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

58. Under the stakeholder approach to ethics, one creates a win-win situation for relevant parties affected by the decision.

ANS: T   PTS: 1   DIF: Easy   OBJ: 2.8
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

59. To determine if your decision is ethical, you can ask yourself, "Are all stakeholders happy?"

ANS: F   PTS: 1   DIF: Easy   OBJ: 2.8
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

60. Ethical leadership requires the ability to do the right thing at the risk of rejection and loss.

ANS: T   PTS: 1   DIF: Easy   OBJ: 2.8
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

MULTIPLE CHOICE

1. Which of the following statements regarding personality is true?
   a. Personality is developed based on genetics and environmental factors.
   b. Personality is distinguishing personal characteristics.
   c. Personality affects behavior as well as perceptions and attitudes.
   d. Personality predicts behavior and job performance.
   e. A, c and d

   ANS: E   PTS: 1   DIF: Medium   OBJ: 2.1
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
   TYP: Conceptual

2. Which of the following is NOT a major reason for executive derailment?
   a. They used a bullying style viewed as intimidating, insensitive, and abrasive.
   b. They were viewed as being cold, aloof, and arrogant.
   c. They betrayed personal trust.
   d. They undermanaged.

   ANS: D   PTS: 1   DIF: Hard   OBJ: 2.1
   NAT: AACSB Reflective Thinking | AACSB Leadership Principles
   TYP: Conceptual

3. Research has found that managers who had derailed tend to have:
   a. worked too hard, then burned out.
   b. displayed a lack of trust in their subordinates.
   c. relied on only one contemporary leadership theory.
   d. been overly ambitious.

   ANS: D   PTS: 1   DIF: Medium   OBJ: 2.1
   NAT: AACSB Reflective Thinking | AACSB Leadership Principles
   TYP: Conceptual

4. Which of the following is NOT a Big Five personality dimension?
   a. surgency
   b. agreeableness
   c. adjustment
   d. attractiveness

   ANS: D   PTS: 1   DIF: Easy   OBJ: 2.2
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics

TYP: Conceptual

5. The ____ personality dimension includes traits related to self-control and how well one remains under pressure.
   a. agreeableness
   b. conscientiousness
   c. surgency
   d. adjustment

   ANS: D   PTS: 1   DIF: Medium   OBJ: 2.3
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
   TYP: Conceptual

6. Which of the following is NOT a trait of high conscientiousness?
   a. organization
   b. extraversion
   c. conformity
   d. credibility

   ANS: B   PTS: 1   DIF: Medium   OBJ: 2.3
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
   TYP: Conceptual

7. One of your employees, Quanita, is low on job commitment and tends to engage in counterproductive behavior. She is likely low on the ____ trait of the conscientiousness dimension?
   a. extraversion
   b. dependability
   c. flexibility
   d. Emotional stability

   ANS: B   PTS: 1   DIF: Medium   OBJ: 2.3
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
   TYP: Conceptual

8. The manager of an engineering consulting firm is extraverted and gets along well with others. In addition, she has managed multiple projects at a time, often under stressful circumstances, but she has still maintained her equanimity, and seen projects through to completion "with a firm hand." This manager is displaying:
   a. surgency, agreeableness, and adjustment.
   b. conscientiousness and surgency.
   c. openness to experience and surgency.
   d. none of the answers are correct

   ANS: A   PTS: 1   DIF: Hard   OBJ: 2.3
   NAT: AACSB Analytic | AACSB Leadership Principles   TYP: Conceptual

9. Of the Big Five personality dimensions, the highest correlation with leadership is:
   a. conscientiousness.
   b. openness to experience.
   c. surgency.
   d. adjustment.

   ANS: C   PTS: 1   DIF: Medium   OBJ: 2.3

NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

10. Which of the following is NOT a trait of an effective leader?
    a. dominance
    b. high energy
    c. intelligence
    d. talent

    ANS: D   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Leadership Principles
    TYP: Conceptual

11. Self-confidence is best categorized as the _____ Big Five dimension.
    a. adjustment
    b. agreeableness
    c. surgency
    d. conscientiousness

    ANS: D   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

12. Intelligence refers to:
    a. critical thinking.
    b. decision making.
    c. problem solving.
    d. all of the answers are correct

    ANS: D   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

13. Which of the following statements regarding emotional intelligence (EI) is TRUE?
    a. EI is the ability to work well with people.
    b. An offshoot of EI is IQ (intelligence quotient).
    c. IQ outweighs EI when it comes to personal achievement.
    d. There are five components of EI.

    ANS: A   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

14. Emotional intelligence includes all of the following EXCEPT:
    a. self-awareness.
    b. social awareness.
    c. self-management.
    d. self-concept.

    ANS: D   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

15. ____ is dependent on the other three EI approaches.
    a. Social awareness
    b. Self-awareness
    c. Relationship awareness
    d. Self-management

    ANS: C   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

16. Emotional intelligence is related to which of the following Big Five personality dimensions?
    a. surgency
    b. openness to experience
    c. adjustment
    d. conscientiousness

    ANS: C   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

17. Dominance is so important for managers to have because:
    a. you've got to want to be a leader.
    b. the dominance traits affects all the other traits related to effective leaders.
    c. successful leaders want to take charge.
    d. all of the answers are correct

    ANS: D   PTS: 1   DIF: Medium   OBJ: 2.3
    NAT: AACSB Reflective Thinking | AACSB Leadership Principles
    TYP: Conceptual

18. Which of the following is NOT a belief of David McClelland?
    a. Needs are based on personality.
    b. All people possess the need for achievement, power, and affiliation, but to varying degrees.
    c. Our needs are motivated by our behavior.
    d. Needs are developed as we interact with the environment.

    ANS: C   PTS: 1   DIF: Medium   OBJ: 2.4
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

19. People with strong n Ach tend to have all of the following EXCEPT:
    a. self-confidence.
    b. external locus of control.
    c. high energy traits.
    d. a high concern for excellence in accomplishments through individual efforts.

    ANS: B   PTS: 1   DIF: Medium   OBJ: 2.4
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

20. High n Pow is categorized as the Big Five dimension of ____.
    a. surgency
    b. agreeableness

c. conscientiousness
d. openness to experience

ANS: A   PTS: 1   DIF: Medium   OBJ: 2.4
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

21. Which of the following professions would be a likely choice for a person with high n Aff?
a. accountant
b. teacher
c. police officer
d. computer programmer

ANS: B   PTS: 1   DIF: Easy   OBJ: 2.4
NAT: AACSB Analytic | AACSB Individual Dynamics   TYP: Conceptual

22. The Leader Motive Profile (LMP) includes a:
a. high need for achievement.
b. moderate need for power.
c. low need for achievement.
d. high need for power.

ANS: D   PTS: 1   DIF: Medium   OBJ: 2.4
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

23. The Leader Motive Profile (LMP) defines which motive as the highest need for leaders?
a. achievement
b. power
c. affiliation
d. enjoyment

ANS: B   PTS: 1   DIF: Medium   OBJ: 2.4
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TYP: Conceptual

24. ____ are positive or negative feelings about people, things, and issues.
a. Attitudes
b. Norms
c. Beliefs
d. Traits

ANS: A   PTS: 1   DIF: Easy   OBJ: 2.5
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TYP: Conceptual

25. "If you want something done right, do it yourself" is an example of ____ attitudes.
a. Theory X
b. Theory Y
c. Theory Z
d. XYZ Profile

ANS: A   PTS: 1   DIF: Medium   OBJ: 2.5

NAT: AACSB Analytic | AACSB Leadership Principles   TYP: Conceptual

26. "If the manager is not around, employees will work just as hard" is an example of ____ attitudes.
    a. Theory Y
    b. Theory X
    c. Theory Z
    d. XYZ Profile

    ANS: A   PTS: 1   DIF: Medium   OBJ: 2.5
    NAT: AACSB Analytic | AACSB Leadership Principles   TYP: Conceptual

27. Managers with Theory X attitudes tend to:
    a. display more participative leadership styles.
    b. use internal motivation and rewards.
    c. use external means of controls.
    d. have a positive, optimistic view of employees.

    ANS: C   PTS: 1   DIF: Medium   OBJ: 2.5
    NAT: AACSB Reflective Thinking | AACSB Leadership Principles
    TYP: Conceptual

28. A manager from a prestigious university believed that employees who were from "lesser schools" lacked
    sufficient intelligence and motivation for the high-tech firm that she led. She set goals for these
    employees low, and did not trust them with certain important tasks or company information. The
    employees, in fact, tended to show dissatisfaction and low performance. At length, many of them quit.
    This would be an example of:
    a. Theory Y.
    b. the Pygmalion effect.
    c. negative self-concept.
    d. none of the answers are correct

    ANS: B   PTS: 1   DIF: Hard   OBJ: 2.5
    NAT: AACSB Analytic | AACSB Leadership Principles   TYP: Conceptual

29. ____ refers to the positive or negative attitudes people have about themselves.
    a. Self-concept
    b. Self-confidence
    c. Self-efficacy
    d. Self-focus

    ANS: A   PTS: 1   DIF: Medium   OBJ: 2.5
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

30. ____ is the belief in one's capability to perform in a specific situation.
    a. Self-concept
    b. Self-confidence
    c. Self-efficacy
    d. Self-focus

    ANS: C   PTS: 1   DIF: Medium   OBJ: 2.5
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TYP: Conceptual

31. Which of the following is NOT one of the guidelines to developing a more positive attitude and self-concept?
   a. be a positive role model
   b. accept compliments
   c. set and achieve goals
   d. think about yourself

   ANS: D   PTS: 1   DIF: Easy   OBJ: 2.5
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
   TYP: Conceptual

32. As a leader, you know that your expectations and treatment of your employees influence and can predict how they will behave, how they will perform. This indicates that you know about ____.
   a. Self-concept theory
   b. The Impact of the situation on behavior
   c. Moral development
   d. The Pygmalion effect

   ANS: D   PTS: 1   DIF: Easy   OBJ: 2.5
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
   TYP: Conceptual

33. If the leader typically is afraid to make decisions, is unassertive, and is self-blaming when things go wrong, the leader is displaying a:
   a. Theory Y positive self-concept.
   b. Theory Y negative self-concept.
   c. Theory X positive self-concept.
   d. Theory X negative self-concept.

   ANS: B   PTS: 1   DIF: Medium   OBJ: 2.6
   NAT: AACSB Analytic | AACSB Leadership Principles   TYP: Conceptual

34. If the leader typically is bossy, pushy, and impatient; does much criticizing with little praising; and is very autocratic, the leader is displaying a:
   a. Theory Y positive self-concept.
   b. Theory Y negative self-concept.
   c. Theory X positive self-concept.
   d. Theory X negative self-concept.

   ANS: C   PTS: 1   DIF: Medium   OBJ: 2.6
   NAT: AACSB Analytic | AACSB Leadership Principles   TYP: Conceptual

35. Ethics is defined as:
   a. the standards of right and wrong that influence behavior.
   b. creating a win-win situation for all stakeholders.
   c. adhering to legal limits.
   d. what top management thinks is right.

   ANS: A   PTS: 1   DIF: Easy   OBJ: 2.6
   NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

36. Which of the following acts helps protect whistleblowers?
    a. Whistleblower Protection Act
    b. Sarbanes-Oxley Act
    c. Ethical Informant Act
    d. Andersen-Arthur Act

    ANS: B   PTS: 1   DIF: Easy   OBJ: 2.6
    NAT: AACSB Ethics | AACSB Legal Responsibilities   TYP: Conceptual

37. All of the following affect ethical behavior EXCEPT:
    a. personality traits.
    b. attitudes.
    c. leader−follower relations.
    d. the situation.

    ANS: C   PTS: 1   DIF: Medium   OBJ: 2.7
    NAT: AACSB Ethics | AACSB Individual Dynamics   TYP: Conceptual

38. Unethical behavior is more likely to occur in people who:
    a. are open to new experiences.
    b. are emotionally unstable.
    c. have external locus of control.
    d. B and c
    e. All of the above

    ANS: D   PTS: 1   DIF: Medium   OBJ: 2.7
    NAT: AACSB Ethics | AACSB Individual Dynamics   TYP: Conceptual

39. ____ refers to understanding right from wrong and choosing to do the right thing.
    a. Personality
    b. Moral development
    c. Ethics
    d. Moral justification

    ANS: B   PTS: 1   DIF: Easy   OBJ: 2.7
    NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

40. The three levels of moral development are:
    a. preconventional, conventional, and postconventional.
    b. pre-ethical, ethical, and postethical.
    c. bad choice, neutral, and good choice.
    d. undeveloped, developed, and well developed.

    ANS: A   PTS: 1   DIF: Easy   OBJ: 2.7
    NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

41. At the preconventional level of moral development, which of the following motivate(s) behavior?
    a. living up to expectations of acceptable behavior defined by others
    b. universal principles of right and wrong
    c. self-interest
    d. personality

ANS: C   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

42. At the conventional level of moral development, which of the following motivate(s) behavior?
    a. living up to expectations of acceptable behavior defined by others
    b. universal principles of right and wrong
    c. self-interest
    d. personality

ANS: A   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

43. Lower-level managers at the conventional level of moral development tend to:
    a. be autocratic toward others.
    b. use a leadership style similar to those of higher-level managers.
    c. be visionary.
    d. be committed to serving others.

ANS: B   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Leadership Principles   TYP: Conceptual

44. Leaders at the postconventional level of moral development tend to:
    a. use moral justification.
    b. be autocratic toward others.
    c. be visionary.
    d. use their position for personal advantage.

ANS: C   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Leadership Principles   TYP: Conceptual

45. When we use unethical behavior, we often justify the behavior to protect our ____ so that we don't have a guilty conscience or feel remorse.
    a. personality
    b. ego
    c. self-concept
    d. job

ANS: C   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

46. The process of reinterpreting immoral behavior in terms of a higher purpose is known as:
    a. behavior modification.
    b. agreeableness.
    c. postbehavior justification.
    d. moral justification.

ANS: D   PTS: 1   DIF: Easy   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

47. The process of blaming one's unethical behavior on others is known as:
    a. distortion of consequences.
    b. displacement of responsibility.
    c. attribution of blame.

    d.   diffusion of responsibility.

ANS: B   PTS: 1   DIF: Hard   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

48.   "We all take office supplies home" is an example of:
    a.   euphemistic labeling.
    b.   attribution of blame.
    c.   displacement of responsibility.
    d.   diffusion of responsibility.

ANS: D   PTS: 1   DIF: Hard   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

49.   As a leader or manager, it is important for you to know what influences ethical and unethical behavior.
     Which of the following is (are) likely to encourage unethical behavior/
    a.   Highly competitive and unsupervised situations.
    b.   The absence of a formal ethics policy or code of ethics
    c.   When ethical behavior is punished.
    d.   diffusion of responsibility.
    e.   A and b

ANS: E   PTS: 1   DIF: Hard   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

50.   The four-way test:
    a.   is a means of identifying potential whistleblowers within an organizational setting.
    b.   is a generic means of assessing whether a business transaction is ethical.
    c.   relies on Theory Y attitudes.
    d.   none of the answers are correct

ANS: B   PTS: 1   DIF: Easy   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

51.   Which of the following is NOT one of the questions of the four-way test?
    a.   Will it be beneficial to all concerned?
    b.   Is it ethical?
    c.   Is it the truth?
    d.   Is it fair to all concerned?

ANS: B   PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

52.   Creating a win-win situation for all relevant parties so that everyone benefits from the decision is known
     as:
    a.   ethics.
    b.   the golden rule.
    c.   a compromise.
    d.   the stakeholder approach to ethics.

ANS: D   PTS: 1   DIF: Medium   OBJ: 2.8
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

53. Using the stakeholder approach to ethics, you proudly set low prices but as a result you harm ____.
    a. employees
    b. customers
    c. society
    d. competitors

    ANS: D   PTS: 1   DIF: Hard   OBJ: 2.8
    NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

54. To determine if your decision is ethical from a stakeholder approach, which of the following questions should be asked?
    a. "Am I proud to tell relevant stakeholders my decision?"
    b. "Am I proud to tell my manager about my decision?"
    c. "Is it in my best interest?"
    d. "What difference does it make anyway?"

    ANS: A   PTS: 1   DIF: Medium   OBJ: 2.8
    NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

55. The ability to do the right thing at the risk of rejection and loss is considered:
    a. surgency.
    b. achievement.
    c. courage.
    d. none of the answers are correct

    ANS: C   PTS: 1   DIF: Medium   OBJ: 2.8
    NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

56. Which of the following is NOT a way to find courage?
    a. focus on a higher purpose
    b. draw strengths from others
    c. use your frustration and anger for good
    d. set and achieve goals

    ANS: D   PTS: 1   DIF: Medium   OBJ: 2.8
    NAT: AACSB Ethics | AACSB Ethical Responsibilities   TYP: Conceptual

SHORT ANSWER

1. List the benefits of classifying personality traits.

   ANS:
   Classifying personality traits helps to explain and predict behavior and job performance.

   PTS: 1   DIF: Easy   OBJ: Learning Outcomes 2.1
   NAT: AACSB Reflective Thinking | AACSB Leadership Principles
   TOP: LEARNING OUTCOMES   TYP: Conceptual

2. Describe the Big Five personality dimensions.

    ANS:
    The *surgency* personality dimension includes leadership and extraversion traits. The *agreeableness* personality dimension includes traits related to getting along with people. The *adjustment* personality dimension includes traits related to emotional stability. The *conscientiousness* personality dimension includes traits related to achievement. The *openness-to-experience* personality dimension includes traits related to being willing to change and try new things.

    PTS: 1   DIF: Medium   OBJ: Learning Outcomes 2.2
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TOP: LEARNING OUTCOMES   TYP: Conceptual

3. Explain the universality of traits of effective leaders.

    ANS:
    Traits are universal in the sense that there are certain traits that most effective leaders have. However, traits are not universal in the sense that there is no one list of traits that is clearly accepted by all researchers, and not all effective leaders have all the traits.

    PTS: 1   DIF: Medium   OBJ: Learning Outcomes 2.3
    NAT: AACSB Reflective Thinking | AACSB Leadership Principles
    TOP: LEARNING OUTCOMES   TYP: Conceptual

4. Discuss why the trait of dominance is so important for managers to have.

    ANS:
    Because the dominance trait is based on the desire to be a leader, this trait affects the other traits in a positive or negative way based on that desire.

    PTS: 1   DIF: Medium   OBJ: Learning Outcomes 2.4
    NAT: AACSB Reflective Thinking | AACSB Leadership Principles
    TOP: LEARNING OUTCOMES   TYP: Conceptual

5. State how the Achievement Motivation Theory and the Leader Motive Profile are related and different.

    ANS:
    Achievement Motivation and Leader Motive Profile theories are related because both are based on the need for achievement, power, and affiliation. They are different because the Achievement Motivation Theory is a general motive profile for explaining and predicting behavior and performance, while the LMP is the one profile that specifically explains and predicts leadership success.

    PTS: 1   DIF: Medium   OBJ: Learning Outcomes 2.5
    NAT: AACSB Reflective Thinking | AACSB Leadership Principles
    TOP: LEARNING OUTCOMES   TYP: Conceptual

6. Identify similarities and differences among Theory X and Theory Y, the Pygmalion effect, and self-concept.

ANS:
The concept of Theory X and Theory Y is similar to the Pygmalion effect, because both theories focus on the leader's attitude about the followers. The Pygmalion effect extends Theory X and Theory Y attitudes by including the leader's expectations and how he or she treats the followers, using this information to explain and predict followers' behavior and performance. In contrast, Theory X and Theory Y focus on the leader's behavior and performance. Both approaches are different from self-concept because they examine the leader's attitudes about others, whereas self-concept relates to the leader's attitude about him- or herself. Self-concept is also different because it focuses on how the leader's attitude about him- or herself affects his or her behavior and performance.

PTS: 1   DIF: Hard   OBJ: Learning Outcomes 2.6
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: LEARNING OUTCOMES   TYP: Conceptual

7. Describe how attitudes are used to develop four leadership styles.

ANS:
The leader's attitude about others includes Theory Y (positive) and Theory X (negative) attitudes. The leader's attitude about him- or herself includes a positive self-concept or a negative self-concept. Combinations of these variables are used to identify four leadership styles: Theory Y positive self-concept, Theory Y negative self-concept, Theory X positive self-concept, and Theory X negative self-concept.

PTS: 1   DIF: Medium   OBJ: Learning Outcomes 2.7
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: LEARNING OUTCOMES   TYP: Conceptual

8. Compare the three levels of moral development.

ANS:
At the lowest level of moral development, preconventional, behavior is motivated by self-interest, seeking rewards, and avoiding punishment. At the second level, conventional, behavior is motivated by meeting the group's expectations to fit in by copying others' behavior. At the highest level, postconventional, behavior is motivated to do the right thing, at the risk of alienating the group. The higher the level of moral development, the more ethical is the behavior.

PTS: 1   DIF: Medium   OBJ: Learning Outcomes 2.8
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TOP: LEARNING OUTCOMES
TYP: Conceptual

9. Explain the stakeholder approach to ethics.

ANS:
Under the stakeholder approach to ethics, the leader (or follower) creates a win-win situation for relevant parties affected by the decision. If you are proud to tell relevant stakeholders your decision, it is probably ethical. If you are not proud to tell others your decision, or you keep justifying it, the decision may not be ethical.

PTS: 1 DIF: Medium OBJ: Learning Outcomes 2.9
NAT: AACSB Ethics | AACSB Ethical Responsibilities TOP: LEARNING OUTCOMES
TYP: Conceptual

10. What are the Big Five dimensions of traits?

ANS:
The Big Five dimensions of traits are (1) surgency, (2) agreeableness, (3) adjustment, (4) conscientiousness, and (5) openness to experience.

PTS: 1 DIF: Easy OBJ: Review Questions 2.1
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: REVIEW QUESTIONS TYP: Conceptual

11. What is the primary use of personality profiles?

ANS:
Personality profiles are used to identify stronger and weaker traits to aid in matching people to the jobs that best fit their personality strengths.

PTS: 1 DIF: Medium OBJ: Review Questions 2.2
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: REVIEW QUESTIONS TYP: Conceptual

12. What are some of the traits that describe the high-energy trait?

ANS:
Some of the traits that describe the high-energy trait include drive, stamina, tolerance of stress, enthusiasm, tolerance for frustration, and persistence.

PTS: 1 DIF: Easy OBJ: Review Questions 2.3
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: REVIEW QUESTIONS TYP: Conceptual

13. Is locus of control important to leaders? Why?

ANS:
Yes. Locus of control is important to leaders because those with internal locus of control believe that they control their fate and that their behavior directly affects their performance.

PTS: 1 DIF: Easy OBJ: Review Questions 2.4
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: REVIEW QUESTIONS TYP: Conceptual

14. What does intelligence have to do with leadership?

ANS:
Intelligence refers to cognitive ability to think critically, to solve problems, and to make decisions. It is the best predictor of job performance, and the manager's job calls for a high degree of intelligence.

PTS: 1   DIF: Easy   OBJ: Review Questions 2.5
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: REVIEW QUESTIONS   TYP: Conceptual

15. Does sensitivity to others mean that the leader does what the followers want to do?

ANS:
No. Sensitivity to others does not mean that the leader does what the followers want to do. It means that the leader has empathy and understands the followers' point of view. However, if the leader realizes that the followers are wrong, the leader does what is best for the organizational unit.

PTS: 1   DIF: Medium   OBJ: Review Questions 2.6
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: REVIEW QUESTIONS   TYP: Conceptual

16. Does McClelland believe that power is good or bad? Why?

ANS:
McClelland does not believe that power itself is good or bad. It is how it is used that is important. Personalized power is bad because it is used for personal gain at the expense of others. Socialized power is good because it is used to help oneself and others.

PTS: 1   DIF: Medium   OBJ: Review Questions 2.7
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: REVIEW QUESTIONS   TYP: Conceptual

17. Should a leader have a dominant need for achievement to be successful? Why or why not?

ANS:
To be effective, leaders generally need to have a moderate need for achievement. People with a high need for achievement tend to seek individual achievement, and when they are not interested in being a leader, there is the chance for personalized power and derailment.

PTS: 1   DIF: Medium   OBJ: Review Questions 2.8
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: REVIEW QUESTIONS   TYP: Conceptual

18. How do attitudes develop leadership styles?

ANS:
Our attitude toward self and others influence our leadership style into four categories: (1) Theory Y attitudes with a positive self-concept, (2) Theory Y attitudes with a negative self-concept, (3) Theory X attitudes with a positive self-concept, and (4) Theory X attitudes with a negative self-concept.

PTS: 1   DIF: Medium   OBJ: Review Questions 2.9
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: REVIEW QUESTIONS   TYP: Conceptual

19. Which personality traits are more closely related to ethical and unethical behavior?

    ANS:
    Leaders with surgency (dominance) personality traits have two choices: to use power for personal benefit or to use socialized power. To gain power and to be conscientious with high achievement, some people will use unethical behavior; also, irresponsible people often do not perform to standard by cutting corners and other behavior which may be considered unethical. An agreeableness personality sensitive to others can lead to following the crowd in either ethical or unethical behavior; having a high self-concept tends to lead to doing what the person believes is right and not following the crowd's unethical behavior. Emotionally unstable people and those with external locus of control are more likely to use unethical behavior. People open to new experiences are often ethical. People with positive attitudes tend to be more ethical than those with negative or work attitudes about ethics.

    PTS: 1   DIF: Hard   OBJ: Review Questions 2.10
    NAT: AACSB Ethics | AACSB Ethical Responsibilities   TOP: REVIEW QUESTIONS
    TYP: Conceptual

20. Do people change their level of moral development based on the situation?

    ANS:
    No. People generally stay at the same level of moral development but they use justification for unethical behavior in a given situation.

    PTS: 1   DIF: Medium   OBJ: Review Questions 2.11
    NAT: AACSB Ethics | AACSB Ethical Responsibilities   TOP: REVIEW QUESTIONS
    TYP: Conceptual

21. Why do people justify their unethical behavior?

    ANS:
    People justify their unethical behavior to protect their self-concept, or to keep from having a guilty conscience or feeling remorse.

    PTS: 1   DIF: Easy   OBJ: Review Questions 2.12
    NAT: AACSB Ethics | AACSB Ethical Responsibilities   TOP: REVIEW QUESTIONS
    TYP: Conceptual

22. Describe the Big Five personality dimensions.

    ANS:
    The *surgency* personality dimension includes leadership and extraversion traits. The *agreeableness* personality dimension includes traits related to getting along with people. The *adjustment* personality dimension includes traits related to emotional stability. The *conscientiousness* personality dimension includes traits related to achievement. The *openness-to-experience* personality dimension includes traits related to being willing to change and try new things.

    PTS: 1   DIF: Medium   OBJ: 2.2
    NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
    TOP: SHORT ANSWER   TYP: Conceptual

23. What is the primary use of personality profiles?

ANS:
Personality profiles are used to identify stronger and weaker traits to aid in matching people to the jobs that best fit their personality strengths.

PTS: 1   DIF: Medium   OBJ: 2.2
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: SHORT ANSWER   TYP: Conceptual

24. Explain the universality of traits of effective leaders.

ANS:
Traits are universal in the sense that there are certain traits that most effective leaders have. However, traits are not universal in the sense that there is no one list of traits that is clearly accepted by all researchers, and not all effective leaders have all the traits.

PTS: 1   DIF: Medium   OBJ: 2.3
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: SHORT ANSWER   TYP: Conceptual

25. What are some of the traits that describe the high-energy trait?

ANS:
Some of the traits that describe the high-energy trait include drive, stamina, tolerance of stress, enthusiasm, tolerance for frustration, and persistence.

PTS: 1   DIF: Easy   OBJ: 2.3
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: SHORT ANSWER   TYP: Conceptual

26. Is locus of control important to leaders? Why?

ANS:
Yes. Locus of control is important to leaders because those with internal locus of control believe that they control their fate and that their behavior directly affects their performance.

PTS: 1   DIF: Easy   OBJ: 2.3
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: SHORT ANSWER   TYP: Conceptual

27. What does intelligence have to do with leadership?

ANS:
Intelligence refers to cognitive ability to think critically, to solve problems, and to make decisions. It is the best predictor of job performance, and the manager's job calls for a high degree of intelligence.

PTS: 1   DIF: Easy   OBJ: 2.3
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: SHORT ANSWER   TYP: Conceptual

28. Describe the components of emotional intelligence.

   ANS:
   There are four components of EQ:
   1. **Self-awareness** relates to being conscious of your emotions and how they affect your personal and professional life.
   2. **Social awareness** relates to the ability to understand others.
   3. **Self-management** relates to the ability to control disruptive emotions.
   4. **Relationship management** relates to their ability to work well with others.

   PTS: 1   DIF: Medium   OBJ: 2.3
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
   TOP: SHORT ANSWER   TYP: Conceptual

29. Does sensitivity to others mean that the leader does what the followers want to do?

   ANS:
   No. Sensitivity to others does not mean that the leader does what the followers want to do. It means that the leader has empathy and understands the followers' point of view. However, if the leader realizes that the followers are wrong, the leader does what is best for the organizational unit.

   PTS: 1   DIF: Medium   OBJ: 2.3
   NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
   TOP: SHORT ANSWER   TYP: Conceptual

30. Discuss why the trait of dominance is so important for managers to have.

   ANS:
   Because the dominance trait is based on the desire to be a leader, this trait affects the other traits in a positive or negative way based on that desire.

   PTS: 1   DIF: Medium   OBJ: 2.4
   NAT: AACSB Reflective Thinking | AACSB Leadership Principles
   TOP: SHORT ANSWER   TYP: Conceptual

31. State how the Achievement Motivation Theory and the Leader Motive Profile are related and different.

   ANS:
   Achievement Motivation and Leader Motive Profile theories are related because both are based on the need for achievement, power, and affiliation. They are different because the Achievement Motivation Theory is a general motive profile for explaining and predicting behavior and performance, while the LMP is the one profile that specifically explains and predicts leadership success.

   PTS: 1   DIF: Medium   OBJ: 2.5
   NAT: AACSB Reflective Thinking | AACSB Leadership Principles
   TOP: SHORT ANSWER   TYP: Conceptual

32. Does McClelland believe that power is good or bad? Why?

ANS:
McClelland does not believe that power itself is good or bad. It is how it is used that is important. Personalized power is bad because it is used for personal gain at the expense of others. Socialized power is good because it is used to help oneself and others.

PTS: 1   DIF: Medium   OBJ: 2.5
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: SHORT ANSWER   TYP: Conceptual

33. Should a leader have a dominant need for achievement to be successful? Why or why not?

ANS:
To be effective, leaders generally need to have a moderate need for achievement. People with a high need for achievement tend to seek individual achievement, and when they are not interested in being a leader, there is the chance for personalized power and derailment.

PTS: 1   DIF: Medium   OBJ: 2.5
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: SHORT ANSWER   TYP: Conceptual

34. Identify similarities and differences among Theory X and Theory Y, the Pygmalion effect, and self-concept.

ANS:
The concept of Theory X and Theory Y is similar to the Pygmalion effect, because both theories focus on the leader's attitude about the followers. The Pygmalion effect extends Theory X and Theory Y attitudes by including the leader's expectations and how he or she treats the followers, using this information to explain and predict followers' behavior and performance. In contrast, Theory X and Theory Y focus on the leader's behavior and performance. Both approaches are different from self-concept because they examine the leader's attitudes about others, whereas self-concept relates to the leader's attitude about him- or herself. Self-concept is also different because it focuses on how the leader's attitude about him- or herself affects his or her behavior and performance.

PTS: 1   DIF: Hard   OBJ: 2.6
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: SHORT ANSWER   TYP: Conceptual

35. Describe how attitudes are used to develop four leadership styles.

ANS:
The leader's attitude about others includes Theory Y (positive) and Theory X (negative) attitudes. The leader's attitude about him- or herself includes a positive self-concept or a negative self-concept. Combinations of these variables are used to identify four leadership styles: Theory Y positive self-concept, Theory Y negative self-concept, Theory X positive self-concept, and Theory X negative self-concept.

PTS: 1   DIF: Medium   OBJ: 2.7
NAT: AACSB Reflective Thinking | AACSB Leadership Principles

TOP: SHORT ANSWER   TYP: Conceptual

36. Which personality traits are more closely related to ethical and unethical behavior?

ANS:
Leaders with surgency (dominance) personality traits have two choices: to use power for personal benefit or to use socialized power. To gain power and to be conscientious with high achievement, some people will use unethical behavior; also, irresponsible people often do not perform to standard by cutting corners and other behavior which may be considered unethical. An agreeableness personality sensitive to others can lead to following the crowd in either ethical or unethical behavior; having a high self-concept tends to lead to doing what the person believes is right and not following the crowd's unethical behavior. Emotionally unstable people and those with external locus of control are more likely to use unethical behavior. People open to new experiences are often ethical. People with positive attitudes tend to be more ethical than those with negative or work attitudes about ethics.

PTS: 1   DIF: Hard   OBJ: 2.8
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TOP: SHORT ANSWER
TYP: Conceptual

37. Compare the three levels of moral development.

ANS:
At the lowest level of moral development, preconventional, behavior is motivated by self-interest, seeking rewards, and avoiding punishment. At the second level, conventional, behavior is motivated by meeting the group's expectations to fit in by copying others' behavior. At the highest level, postconventional, behavior is motivated to do the right thing, at the risk of alienating the group. The higher the level of moral development, the more ethical is the behavior.

PTS: 1   DIF: Medium   OBJ: 2.8
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TOP: SHORT ANSWER
TYP: Conceptual

38. Do people change their level of moral development based on the situation?

ANS:
No. People generally stay at the same level of moral development but they use justification for unethical behavior in a given situation.

PTS: 1   DIF: Medium   OBJ: 2.8
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TOP: SHORT ANSWER
TYP: Conceptual

39. Why do people justify their unethical behavior?

ANS:
People justify their unethical behavior to protect their self-concept, or to keep from having a guilty conscience or feeling remorse.

PTS: 1   DIF: Easy   OBJ: 2.8
NAT: AACSB Ethics | AACSB Ethical Responsibilities   TOP: SHORT ANSWER
TYP: Conceptual

40. Explain the stakeholder approach to ethics.

    ANS:
    Under the stakeholder approach to ethics, the leader (or follower) creates a win-win situation for relevant parties affected by the decision. If you are proud to tell relevant stakeholders your decision, it is probably ethical. If you are not proud to tell others your decision, or you keep justifying it, the decision may not be ethical.

    PTS: 1   DIF: Medium   OBJ: 2.9
    NAT: AACSB Ethics | AACSB Ethical Responsibilities   TOP: SHORT ANSWER
    TYP: Conceptual

41. A shipment is behind schedule and the manager is running around yelling at employees to get the job done. This behavior is characteristic of which of the Big Five personality dimensions?
    a.   surgency
    b.   agreeableness
    c.   adjustment
    d.   conscientiousness
    e.   openness to experience

    ANS:
    C

    PTS: 1   DIF: Medium   OBJ: Applying the Concept 2.1
    NAT: AACSB Analytic | AACSB Leadership Principles
    TOP: APPLYING THE CONCEPT   TYP: Applications

42. An employee has come to the manager with a complaint. The manager is listening carefully showing concern and support for the employee. This behavior is characteristic of which of the Big Five personality dimensions?
    a.   surgency
    b.   agreeableness
    c.   adjustment
    d.   conscientiousness
    e.   openness to experience

    ANS:
    B

    PTS: 1   DIF: Medium   OBJ: Applying the Concept 2.1
    NAT: AACSB Analytic | AACSB Leadership Principles
    TOP: APPLYING THE CONCEPT   TYP: Applications

43. An employee came to the manager and suggested a different way for the department to process the work. The manager has the employees using the new process to see if it works. This behavior is characteristic of which of the Big Five personality dimensions?
    a.   surgency
    b.   agreeableness
    c.   adjustment
    d.   conscientiousness

e.   openness to experience

ANS:
E

PTS: 1   DIF: Easy   OBJ: Applying the Concept 2.1
NAT: AACSB Analytic | AACSB Leadership Principles
TOP: APPLYING THE CONCEPT   TYP: Applications

44. An employee occasionally comes to work late and makes errors. The employee consistently has an
     excuse as to why it's not his fault for being late and for errors. This behavior is characteristic of which
     personality trait?
     a.   dominance   d.   internal locus of control   g.   intelligence
     b.   high energy   e.   stability   h.   flexibility
     c.   self-confidence   f.   integrity   i.   sensitivity to others

     ANS:
     D

     PTS: 1   DIF: Medium   OBJ: Applying the Concept 2.2
     NAT: AACSB Analytic | AACSB Individual Dynamics
     TOP: APPLYING THE CONCEPT   TYP: Applications

45. An employee comes to department meetings and consistently gives suggestions, volunteers to complete
     new tasks for the group, presents new ideas but is very open to others, and is willing to challenge others'
     ideas. This behavior is characteristic of which personality trait?
     a.   dominance   d.   internal locus of control   g.   intelligence
     b.   high energy   e.   stability   h.   flexibility
     c.   self-confidence   f.   integrity   i.   sensitivity to others

     ANS:
     C

     PTS: 1   DIF: Medium   OBJ: Applying the Concept 2.2
     NAT: AACSB Analytic | AACSB Individual Dynamics
     TOP: APPLYING THE CONCEPT   TYP: Applications

46. An employee regularly works in small groups with other employees. This employee is always willing to
     play a key role for the group to influence the members to do things his or her way. This behavior is
     characteristic of which personality trait?
     a.   dominance   d.   internal locus of control   g.   intelligence
     b.   high energy   e.   stability   h.   flexibility
     c.   self-confidence   f.   integrity   i.   sensitivity to others

     ANS:
     A

     PTS: 1   DIF: Medium   OBJ: Applying the Concept 2.2
     NAT: AACSB Analytic | AACSB Individual Dynamics
     TOP: APPLYING THE CONCEPT   TYP: Applications

47. A department works as a team and one employee consistently does less work than others yet exaggerates his or her participation. The team members are sure not to let this employee have a responsible role in projects. This behavior is characteristic of which personality trait?
    a. dominance
    b. high energy
    c. self-confidence
    d. internal locus of control
    e. stability
    f. integrity
    g. intelligence
    h. flexibility
    i. sensitivity to others

    ANS:
    F

    PTS: 1   DIF: Medium   OBJ: Applying the Concept 2.2
    NAT: AACSB Analytic | AACSB Individual Dynamics
    TOP: APPLYING THE CONCEPT   TYP: Applications

48. An organization wants its employees to be able to handle their day-to-day challenges without having to go to the managers for the answers. This behavior that they want employees to improve in is characteristic of which personality trait?
    a. dominance
    b. high energy
    c. self-confidence
    d. internal locus of control
    e. stability
    f. integrity
    g. intelligence
    h. flexibility
    i. sensitivity to others

    ANS:
    G

    PTS: 1   DIF: Hard   OBJ: Applying the Concept 2.2
    NAT: AACSB Analytic | AACSB Individual Dynamics
    TOP: APPLYING THE CONCEPT   TYP: Applications

49. An employee consistently comes to work early and leaves late. No matter if the employee wants or likes the task assigned by the manager, he or she gives 100 percent. This behavior is characteristic of a high need for which of the following?
    a. achievement
    b. power
    c. affiliation

    ANS:
    A

    PTS: 1   DIF: Easy   OBJ: Applying the Concept 2.3
    NAT: AACSB Analytic | AACSB Individual Dynamics
    TOP: APPLYING THE CONCEPT   TYP: Applications

50. You are starting a task force to solve a problem. You have selected the team members and are deciding on which person to place in the role of chair to run the group. You should give strong consideration to selecting a chairperson with a high need for which of the following?
    a. achievement
    b. power
    c. affiliation

    ANS:
    B

PTS: 1 DIF: Medium OBJ: Applying the Concept 2.3
NAT: AACSB Analytic | AACSB Leadership Principles
TOP: APPLYING THE CONCEPT TYP: Applications

51. You have been orienting and training new employees in your department. You have decided that you will delegate this task to one of your employees. You should give strong consideration to selecting a person to do this job with a high need for which of the following?
a. achievement
b. power
c. affiliation

ANS:
C

PTS: 1 DIF: Hard OBJ: Applying the Concept 2.3
NAT: AACSB Analytic | AACSB Leadership Principles
TOP: APPLYING THE CONCEPT TYP: Applications

52. Select a present or past manager, and describe his or her personality profile using each of the Big Five dimensions. After rating each dimension as strong, moderate, or weak, give an example of traits and typical behavior of the manager for each dimension. Which dimensions are strongest and weakest?

ANS:
Students' answers will vary.

PTS: 1 DIF: Hard OBJ: Work Applications 2.1
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: WORK APPLICATIONS TYP: Applications

53. Select a present or past manager, and state whether he or she has any of the six traits of derailment. Give specific examples of weaknesses.

ANS:
Students' answers will vary.

PTS: 1 DIF: Medium OBJ: Work Applications 2.2
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: WORK APPLICATIONS TYP: Applications

54. Select a present or past manager. For that person, decide which of the following traits is or was strongest and weakest: dominance, high energy, self-confidence, internal locus of control, and stability. Explain your answers.

ANS:
Students' answers will vary.

PTS: 1 DIF: Medium OBJ: Work Applications 2.3
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: WORK APPLICATIONS TYP: Applications

55. Select a present or past manager. For that person, decide which of the following traits is or was strongest and weakest: integrity, intelligence, flexibility, and sensitivity to others. Explain your answers.

ANS:
Students' answers will vary.

PTS: 1   DIF: Medium   OBJ: Work Applications 2.4
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: WORK APPLICATIONS   TYP: Applications

56. Explain how your need for achievement, power, and/or affiliation has affected your behavior and performance, or that of someone you work with or have worked with. Give an example of the behavior and performance, and list your predicted motive need.

ANS:
Students' answers will vary.

PTS: 1   DIF: Medium   OBJ: Work Applications 2.5
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: WORK APPLICATIONS   TYP: Applications

57. Make an intelligent guess about your present or past manager's motive profile. Is it an LMP? Explain.

ANS:
Students' answers will vary.

PTS: 1   DIF: Medium   OBJ: Work Applications 2.6
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: WORK APPLICATIONS   TYP: Applications

58. Give an example of when a person (parent, friend, teacher, coach, manager) really expected you either to perform well or to fail, and treated you like you would, which resulted in your success or failure.

ANS:
Students' answers will vary.

PTS: 1   DIF: Easy   OBJ: Work Applications 2.7
NAT: AACSB Reflective Thinking | AACSB Motivation Concepts
TOP: WORK APPLICATIONS   TYP: Applications

59. Recall a present or past manager. Using Exhibit 2.5, which combinations of attitudes best describe your manager's leadership style? Give examples of the manager's behavior that illustrates his or her attitudes.

ANS:
Students' answers will vary.

PTS: 1   DIF: Medium   OBJ: Work Applications 2.8
NAT: AACSB Reflective Thinking | AACSB Leadership Principles
TOP: WORK APPLICATIONS   TYP: Applications

NAT: AACSB Reflective Thinking | AACSB Motivation Concepts
TOP: COMMUNICATION SKILLS   TYP: Skills

65. Do you believe that if you use ethical behavior it will pay off in the long run?

ANS:
Generally, the answer is yes.

PTS: 1   DIF: Medium   OBJ: Communication Skills 2.4
NAT: AACSB Ethics | AACSB Ethical Responsibilities
TOP: COMMUNICATION SKILLS   TYP: Skills

66. Can ethics be taught and learned?

ANS:
Students' answers will vary.

PTS: 1   DIF: Medium   OBJ: Communication Skills 2.5
NAT: AACSB Ethics | AACSB Ethical Responsibilities
TOP: COMMUNICATION SKILLS   TYP: Skills

67. Which justification do you think is used most often?

ANS:
Students' answers will vary.

PTS: 1   DIF: Medium   OBJ: Communication Skills 2.6
NAT: AACSB Ethics | AACSB Ethical Responsibilities
TOP: COMMUNICATION SKILLS   TYP: Skills

68. As related to the simple guide to ethical behavior, how do you want to be led?

ANS:
Students' answers will vary.

PTS: 1   DIF: Easy   OBJ: Communication Skills 2.7
NAT: AACSB Ethics | AACSB Ethical Responsibilities
TOP: COMMUNICATION SKILLS   TYP: Skills

69. Select a present or past manager, and describe his or her personality profile using each of the Big Five dimensions. After rating each dimension as strong, moderate, or weak, give an example of traits and typical behavior of the manager for each dimension. Which dimensions are strongest and weakest?

ANS:
There is no one correct answer. Grade based on if the student listed each of the Big Five dimensions and if the traits and behavior listed for each dimension are correct.

PTS: 1   DIF: Hard   OBJ: Skill-Development Exercises 2.2
NAT: AACSB Reflective Thinking | AACSB Individual Dynamics
TOP: SKILL-DEVELOPMENT EXERCISES   TYP: Skills